



LANDAU
FORTE
COLLEGE
DERBY

Policy Name	Accessibility Policy, Audit and Action Plan
Policy Number	2
Date of Issue	September 2025
Author	Laura Percival/William Goring
Reviewed by	LAB – Education Committee
Date of next review	September 2028

This policy applies to Landau Forte College Derby.

Implementation period: Sept 2025 -2028

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1. Legislative Guidance

The SEN and Disability Act (2001) extended the Disability Discrimination Act (DDA) (1995) to cover education. Since September 2002, the Governing Bodies of Schools and Academies have had three key duties towards disabled pupils under Part 4 of the DDA:

- (i) Not to treat disabled pupils less favourably for a reason related to their disability.
- (ii) To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- (iii) To plan to increase access to education for disabled pupils.

This duty requires schools to produce an Accessibility Plan, published and evaluated annually, which identifies the action the school intends to take over a three year period to increase access for those with a disability in three key areas.

The three areas are:

- (i) Increasing the extent to which disabled pupils are able to participate in the school curriculum.
- (ii) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- (iii) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

In addition, the Equality Act 2010 requires all schools to:

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of those with a disability
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled individuals
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably

2. Definition of Disability

A person has a disability under the Disability Discrimination Act 1995 if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day-to-day activities. Under the Special Educational needs and Disability (SEND) Code of Practice, 'long-term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This can include physical, mental or sensory impairments such as those affecting sight and hearing. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives and access to education such as epilepsy, diabetes or cancer.

3. Aims

As detailed, schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Landau Forte College takes these aims as a core part of our values and seeks to treat all pupils fairly, with respect and seeks to remove barriers. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our vision to ensure every young person has access to the highest quality education, enriched experiences, and our relentless support to pursue their future aspirations, well and truly means every young person. Our vision for learners with disabilities does not sit separately; our vision applies equally to all. Therefore, we undertake our duty of producing and reviewing this plan seriously and ensuring we carefully consider, and continue to consider, how to improve access to our curriculum, environment and information in line with the legislation.

The plan is available online on our website but paper copies or adjusted, accessible means by which to access this policy are available on request.

We also aim to ensure we have achieved the highest possible standards but our College complaints procedure covers the Accessibility Plan and Audit. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns and can be referred to on our website under the Policies section. We would always invite you to raise your concern or query with the SENCO and/or Principal first as we are committed to engaging with experiences and feedback from students, or their families, with insight into ways to improve our accessibility.

Reasonable Adjustments

The school's duty to make reasonable adjustments is summarised in the Equality Act 2010 as:

- Where something a school does places a disabled student at a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.

We are committed to making reasonable adjustments for students with a range of barriers to learning including physical and sensory (including visual impairment). These are explained in further detail below

4. The Accessibility Audit and Action Plan

To generate the action plan, we undertook an audit of key aspects of accessibility at our College. We considered to what extent we had achieved those aspects and self-assessed, setting short, medium or long-term targets to strive towards. We included a range of stakeholders in the development of this accessibility plan, particularly our current cohort of students who have a disability, the Individual Needs and College Site team who will be key in implementing our plan, and the Governors who review and ratify the policy.

Please refer to audit and action plan below.

5. Monitoring and Review

This Accessibility Plan will be reported upon annually in respect of progress and outcomes, with a full review being completed within the three year cycle. The review will be shared with the Governing body and Principal, Alison Brannick. The Governing body will approve the plan and audit at each review point.

Accessibility Audit and Action Plan for Landau-Forte College Derby

Landau Forte College Derby has implemented this accessibility audit and action plan with the aim of improving the physical environment of the school, increasing the extent to which disabled pupils can participate in the curriculum and improve the availability of accessible information to disabled pupils. This plan should be read in tandem with our Individual Needs Policy and our Equality Policy. This plan will run from September 2025 to September 2028. The plan sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. This accessibility plan will be reported upon annually in respect of progress and outcomes and reported to the governing body and Principal, Alison Brannick.

Short: - within 1 year
Medium: - within 2 years
Long: - within 3 years

KEY:

1 Yes 2 Almost 3 Partially 4 No 5 Not applicable

Staff/Team codes

ABR - Alison Brannick, Principal
CHR - Chloe Harris, Visual Impairment specialist LSA
DH - Donna Hackett, Lead LSA for Exam Access Arrangements
HA - Holly Allan, Care Support Assistant LSA
HOY - Head of year
IN - Individual Needs
JH - Jenny Hicks, Deputy SENCO
LP - Laura Percival, Assistant Principal SENCO
LSA - Learning Support Assistant
SHE - Sophie Hawker, Physical Impairment specialist LSA
Site - refers to the Site Maintenance Team lead by Darren Walker
WG - Will Goring, SENCO

	1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who	Progress so far
Section 1: Disability Awareness/Training									
1						<p>The relevant staff have a detailed knowledge of the safety plans linked to particular students with physical needs</p> <p>All staff have engaged in information sharing related to new students with a disability</p> <p>All staff have access to training presentations used to ensure new staff are informed.</p>	<p>Medium/long: to create student focussed videos/presentations outlining the lived experiences of students with disabilities.</p> <p>Long: Engage with a wider range of external agencies and advocates to deliver updates and training</p>	<p>IN team to work with identified and willing students to form a better understanding of their lived experience.</p> <p>SENCO has time within the CPD session to deliver updates and training</p>	<p>September 2024- The SENCO has delivered a student created presentation documenting their lived experience of LFCD. The focus of this presentation was ASD</p> <p>September 2025- The SENCO has delivered updated Autism Advocate training to all staff</p>
2						<p>As an inclusive school, we undertake annual information sharing and training for each new cohort of students with needs.</p> <p>The SENCO regularly shares updates on priority groups of students as well as sharing best proactive and strategies to meet emerging needs</p> <p>Our Individual Needs team undertake specialist training where needed, including manual handling, evac-chair training, Autism</p>	<p>Medium: Offer a drop-in for new staff / existing staff to receive the most recent updates and training</p> <p>Long: Provide a termly drop in support session for all staff where each session will focus on a specific need.</p>	<p>SENCO to provide staff with an overview of drop in sessions and the linked need</p> <p>The SENCO to work directly with the HoY team and LSA year leads to identify emerging needs.</p>	<p>From 2021- Ongoing: The SENCO forms part of the initial teacher training program delivering updates and training linked to specific needs. This is delivered to all recently qualified teachers.</p> <p>August 2025: Level 3 one day first aid training for physical needs LSAs</p> <p>September 2025: The SENCO will circulate a SEND bulletin once a term to provide staff with the most up to date information related to students with needs.</p> <p>Ongoing: Annual manual handling and safe working systems training for physical needs LSAs</p>

						There is a strong quality assurance process in place to ensure the consistency and quality of teaching			
5	Are all students encouraged to take part in music and physical exercise?		x			All students have the offer of music and physical education throughout KS3. We are strong at identifying barriers and applying reasonable adjustment to ensure all students can access our curriculum offer.	Medium: to consider how to adapt PE linked to seasonal barriers; alternative offer for those who need it when PE is off-site in cold/rain. Long: identify a member of the IN team to explore expressive/creative arts opportunities within the city	JH/IN team alongside PE JH/IN team	
6	Do staff provide alternative ways of giving access to experience or understanding for students with disabilities who cannot engage in particular activities – for example, some forms of exercise in physical education?		x			Our specialist physical needs LSAs work alongside the PE team and specialist agencies to make the necessary adjustments for a student to access the PE curriculum offer. In partnership with the student and their family, we are able to implement a physio programme that is in line with the individuals goals	Long: The SEND team to create links with providers/charities that offer inclusive sporting opportunities Long: Further develop a physio specific space within the individual needs area	SENCO and PE team to explore external agency offer SENCO to work with specialist teaching service to seek out funding to complete the works necessary to further develop the physio space	May 2023- Ongoing: Created links with Derbyshire Community Trust for our student with physical needs to engage in sports focussed days.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for students with disabilities to be		x			Yes, we have an inclusive and proactive team who always seek to support students with	Long- Ongoing: Continued CPD sessions for all staff focussing on our most represented areas of need e.g Autism	SENCO and school leaders to ensure training is available	September 2025: Autism advocate training for all teaching staff

	fully included in the curriculum?					all needs to feel fully included	Long: Training for all existing and new catering and support staff to ensure our offer is consistent across all aspects of school life		
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	x				<p>We use our ILPs (individual learning plans) to highlight students who need extra time or support within the classroom. We use our LSA support to provide practical assistance if needed.</p> <p>We have a Science focused, small-group intervention that seeks to equip learners with the skills needed to run practical experiments in the classroom. This takes place during our enrichment time at the end of the school day</p>	<p>Short: Identify students who need ongoing input for practical Science experiments/ DT classrooms</p> <p>Short: establish whether there is any adjusted equipment available / needed for practical work for those with barriers (PI / VI) (i.e. – measuring devices with increased size amount markers/larger handles for grip etc)</p>	<p>Science Lead LSA with Science team to identify students to join the enrichment offer. Technology technicians to support with hospitality and catering practical lessons.</p> <p>HA – for students with PI</p> <p>CHR – for students with VI</p>	<p>Ongoing: Appropriate height adjusting tables in Science classroom, Technology classroom and canteen</p> <p>September 2025: Purchased appropriate seating in pace of Science and technology stools to ensure a student's physical needs are met.</p>
9	Do you provide access to appropriate technology for those with disabilities?	x				We work with a range of professionals to ensure our students use a range of technology; radio-aids, laptops, specialist seating. We were proud to purchase some e-readers for students with visual impairments	Short: expand use of reading pens for in-class working for those with the most significant barriers to literacy	<p>DH – review access arrangement priorities and roll out alongside English dept.</p> <p>DH with LSA year leads in Y7/8 – using EHCP indication of literacy needs and staff input, set up 2 or 3 reading pen support lessons for key students who may</p>	

						and some reading pens to help exam access		continue to use this provision in KS4	
10	Are Academy visits, including overseas visits, made accessible to all students irrespective of attainment or disability?					<p>Our students are excited to say they are always included on visits and we work hard to ensure they can go regardless of barriers. They are part of our community and we would never consider not having them as part of our extra-curricular experiences.</p> <p>We fund additional travel support to ensure SEND learners have equal access to visits and our enrichment programme</p>	Long- Ongoing: Continuing to explore local offers and signpost opportunities to families of students with a disability. E.g summer camps, residential	Safeguarding, Pastoral team and SENCO to share information with families	June 2025: 5 students with SEND were included in the visit to St Lucia with the PE team

1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who	Progress so far
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Section 3: How does your Academy deliver materials in other formats for anyone who needs it?

11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	x				<p>We are proud to have a specialist visual impairment support assistant who is trained to modify and adapt learning resources</p>	<p>Long- Ongoing: Continue to adapt a bank of resources that are appropriate for future year groups</p> <p>Long: Invest in E-readers for students with Visual impairment</p>	<p>VI LSA to work with curriculum leaders to adapt resources in preparation for the sequence of learning in the classroom</p>	<p>September 2022: Staff are able to use a referral system to request specific resources are adapted so that students can access the curriculum. In addition to this, staff can request access arrangements support for a specific need</p>
12	Do you have facilities such as ICT to produce written information in different format?	x				<p>We often produce information on different coloured backgrounds for students with visual stress this is in addition to individual requirements of a student e.g size, colour and style of font</p>			
13	Do you ensure that information is available and meetings are accessible to staff, students and parents in a way that is user friendly for all people with disabilities and those who are not fluent in English?			x		<p>We work with translators where necessary for in-meeting support. Our standard procedure is to upload documents from their origin app to PDF which means website users can use their software to adjust text and use read aloud.</p>	<p>Long: survey our most commonly spoken languages. Adapt key information in to the 2 most common home tongues. Consider adapting GCSE option booklet and welcome material in first instance.</p>	<p>Admin team and meeting organiser to arrange for the appropriate adaptation to be in place.</p>	<p>September 2024- Ongoing: Strong links with BSL and translators to facilitate meetings with families</p>

14	Is furniture and equipment selected, adjusted and located appropriately?	x				As above, Yes, the IN team works closely with the site team to ensure the classrooms and building is supportive of our students needs			
15	Do you ensure that all Academy staff are familiar with technology and practices developed to assist people with disabilities?		x			The relevant staff have a strong working knowledge of most of our assistive technology.	<p>Medium: ensure staff know about the purpose of reading pens and how to implement them in practice</p> <p>Short: staff training again on radio-aids. These can be used to meet their request to re-train new teachers.</p>	<p>DH – Deliver staff training on reading pens</p> <p>HI team – work with the IN team to create a training resource that can be used again and again</p>	<p>Ongoing: Staff receive annual reminders and training during the August inset on assistive technology. This relates to, but is not restricted to, the use of radio aids and power chairs</p>

	1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who	Progress so far
Section 4: Is your Academy designed to be accessible and meet the needs of all students?									
(4a) General									
16						<p>Our signage is clear and well placed to be seen by all.</p> <p>Our students receive support to navigate our site during the additional transition days</p>	<p>Short: Work with the advisory teaching team (SH) to complete a walk through audit of the school site to ensure we are compliant with VI regulations</p> <p>Short: Improve visibility (present at eye level) of signage related to exit routes</p> <p>Medium: Adapt subject area signage to incorporate more distinctive colours</p>	<p>JH/CHR- Work with SH to complete an audit of the school site to identify necessary improvements.</p> <p>Site team to complete audit of exit and subject signage and make appropriate changes</p>	Ongoing: Our classrooms follow a consistent layout and all groups have a seating plan. This is to reduce cognitive demand on the student to adjust to multiple layouts. To note: this is not possible in fixed table rooms e.g Science and technology
17						As above. We have students who have specialist seating (Tango Velo) chairs and mobility tools. We have height adjustable tables too.		Physical needs and need specific LSAs review furniture and equipment based on emerging needs	
18						<p>The learning support area is well-spaced for easy movement.</p> <p>Students have identified seating within a classroom where appropriate assessment has taken place to ensure this meets their needs</p>	Long- Ongoing: Continue to review and adapt room layouts to meet the need of the student	The IN team to work with the timetable planners to ensure rooming of PI students is completed first.	

19	Are quiet/calming rooms available to students who use this facility?							<p>We have a calm space available within our learning support centre, this is supervised by an adult at all times.</p> <p>Our learning support space is well used and we encourage student to access it using a time-out card or scheduled sensory rest breaks</p>	<p>Long- Work with a panel of students to create a more sensory focussed space that is bigger and includes a range of sensory aids</p> <p>Long- open up the external space of the learning support centre to introduce a focus on sustainable produce and nature by creating a sensory garden</p>	<p>SENCO and Principal to consider the rooming of learning support centre and other relevant spaces.</p>	
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		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who	Progress so far
(4b) Getting into the building										
20	Are car park spaces reserved for disabled people near the main entrance?		x				We have 2 designated spaces	Long: Provide specific location for taxi pick up and drop off	WG/ABR- To work with site team to identify this space and make appropriate pavement markings	Ongoing: We have relocated taxi collect for home to school transport at the rear of the building to reduce the distance for physically impaired students. This also ensure the disabled spaces are available to the relevant families at the front of the building
21	Are there any barriers to easy movement around the site and to the main entrance?		x				<p>We have a wide, open welcoming main space with no apparent barriers.</p> <p>We do not have multiple levels or steps to access our classrooms</p>	Long: To provide ramped exits directly accessible from all fire exits	Site team and SENCO to compile overview of exit requirements and request the necessary work to take place	September 2025: We have installed a new, wider entrance to the MFL and Art building. We have renewed the coloured (yellow) treads on the main staircase in the main building
22	Are steps needed for access to the main entrance?					x	Not applicable as not stepped access and all entrance thresholds are			August 2023: Maintenance carried out on all thresholds to ensure they are accessible to wheelchair users.

							accessible to wheelchair and walking aid users				
23	Do all those steps have a contrasting colour edging?						x				
24	If there are steps, is a ramp provided to access the main entrance?						x	There are no lip/steps into the main building or second building	Ongoing: Ensure annual checks are carried out on door furniture and thresholds	Site team to include threshold checks as part of their regular checks	August 2023: Maintenance carried out on the block paved area outside the second building
25	Is there a continuous handrail on each ramp, stair flight and landing to the main entrance?						x	Yes, this is in place.			
26	Is it possible for a wheelchair user to get through the principle door unaided?						x	The door has an automatic function as well as an option to operate manually which allows the door to remain open for longer	Long: Create a free-standing post with the swipe system installed to enable wheelchair users to pull alongside it and operate independently.	Site: investigate and cost adjustment	
27	If no, is an alternative wheelchair accessible entrance provided?						x				

		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who	Progress so far
(4c) Internal facilities										
28	If there is a lobby at the principle entrance, is it possible for a wheelchair user to negotiate the doors?						x	As above.		
29	Do all internal doors allow a wheelchair user to get through unaided?			x				All internal doors are manually opened. Where a student is	Long: All internal doors will have an auto open function which complies with fire regulations	Site team to identify the relevant openings and request cost for work to be carried out.

					unable to open a door they are supported by an adult. Many doors are now opened using proprietary fire door holding mechanisms, allowing free movement between areas of the College.			
30	Do all the corridors have a clear unobstructed width of 1.2m	x			Yes, this is in place			
31	Does the building have a wheelchair accessible toilet?	x			The site has 4 accessible toilets and 1 adapted toilet for physically impaired students	Short: continue to review and amend accessibility to toilets in line with emerging needs	Site team and physical needs LSA	September 2023: We have adjusted the height of hand rails within our accessible toilets based on student feedback.
32	Does the building have accessible changing rooms/shower facilities?			x	SEND students are able to access the changing area, however, manoeuvrability is cramped. We have installed a fully accessible changing area with hoist to offer a separate space for changing	Long: the accessible changing area is cramped, poorly ventilated. This space requires re-development. This would be dependent on a new space becoming available. Long: Re-develop the changing room to one level to allow accessibility to the shower area	Site: ensure students' needs are sought and considered in any changing room upgrade	September 2024: We have an allocated separate quiet area for SEND learners to change for PE.

	1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who	Progress so far
(4d) Vertical Movement									
33	How many storeys in the building? Please insert letter A= single storey throughout B=single storey with some split level parts C=single storey with some 2-3 storey parts D= Mainly 2 or 3 storey					D			
34			x			The main staircase in both buildings has colour edging	Short/Medium: Replace edging strips on all staircases to include a different colour	Site: install contrasted edging in all staircases	September 2025: New yellow edging strip has been installed in the main building
35	x					Yes, this is in place			
36	x					We have a lift in each of the buildings	Long: Adapt the lift panel to be accessible by the student in their chair with a key fob rather than a key	Site team to contact lift installer to explore different entry and exit options for our particular type of lift	Feb 2025: The gap between the lift and building has been reduced to allow for a smoother transition in a wheelchair.
37				x					
38			x			Refuge points are identified on 2 nd floor of buildings. Learning Support/Site staff are Evac Chair trained. All ground floor areas have accessible exits.	Medium: increase the number of accessible ground floor exits points in both buildings	Site staff- review each exit and determine a schedule of works that begins to move towards great inclusivity of exit.	

							<p>We have 11 of 19 ground floor fire exits that are accessible in the main building.</p> <p>All exits are accessible on the ground floor of the second building.</p>			
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		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who	Progress so far
(4e) Sensory Impairment										
39	Are non-visual guides used to assist people to use the buildings?				x		<p>This needs consideration and research in to what a guide might look like.</p> <p>We have a narrated tour of the building on the website but does not serve as a tour for a visually impaired person</p>	Medium: Consider how other organisations implement something like this and what it might look like.	JH/CHR- Explore local schools for students who have lost their sight.	
40	Could any of the décor be confusing or disorientating for students with disabilities?				x		The décor throughout the building is neutral with most walls painted white			

41	Is a hearing induction loop available (either fixed or portable) in the Academy?			x		We have one in the theatre. The other areas are covered by the use of the portable radio-aids.			
42	Does the building have a 'Soundfield' sound reinforcement system?				x				
43	If there is a 'Soundfield' system, in what area								
44	Do emergency alarm systems cater for those with hearing impairment (e.g. flashing light)?				x	The alarm has a consistent tone and volume throughout the building. Discussion with the students attending who have a hearing impairment indicate the alarm is sufficiently loud.	Long: We currently do not require to installation of flashing beacons, but this would be a consideration in the future based on need	Site team to identify where flashing beacons would be visible to most students and request cost for the work to be carried out	



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Date	
Change Made	October 2025
Made By	William Goring